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ABSTRACT

The paper describes a vocational program in which task analysis was used in teaching vocational skills to 64 severely and profoundly developmentally disabled clients. Tasks required for successful completion of work situation and program conditions are outlined. An evaluation system is utilized in which behavior is rated according to nine levels of staff assistance for task completion. The system evaluates acquisition of vocational behavior from a skill deficit requiring complete staff assistance to self initiated functioning requiring no staff assistance. Among appendixes are a staff assistance rating scale, a task analysis breakdown for hammering, and a list of vocational skills. (SBH)

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TITLE OF SYMPOSIUM

A vocational program for adult severe and profound developmentally disabled.

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ABSTRACT

A vocational program is presented in which task analysis of vocational skills are trained under six conditions: 1) evaluation pretest; 2) training; 3) application; 4)generalization; 5) maintenance; and 6) follow-up. An evaluation system is utilized in which behavior is rated in all conditions according to nine levels of staff assistance for task completion. The system presented evaluates acquisition of vocational behavior from a skill deficit requiring complete staff assistance to self-initiated functioning requiring no staff assistance.

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CHAPTER I

INTRODUCTION

It has been stated that vocational programs in the community and in mental health facilities have been highly selective in the admission of persons with developmental disabilities (Bellamy & Warfield, 1975); only the highest functioning individuals (mild, borderline and moderately retarded) have been permitted to participate in the programs (Barhoff, 1974; Voelker, 1962). The selective admission process screens out the lowest functioning individuals (severely and profoundly retarded) limiting their developmental or learning opportunities (Antonelli, O'son & Hester, 1977; Wehman, 1975). This selective process has been justified on the basis that some persons could not benefit from existing vocational programs (Gold, 1973; Gold, 1972; Loos & Tizard, 1955). The common belief of professionals in many rehabilitation settings is that severely and profoundly retarded persons are able to perform only the simplest of tasks (Bellamy, 1975; Clarke & Harmelin, 1955; Crosson, 1969; Gold, 1973; Tate & Barhoff, 1967).

Vocational programs have had a major impact on the rehabilitation of the developmentally disabled (Antonelli, Olson & Hester, 1977; Neff, 1964; Olshanski, 1972; Parmenter, 1976; Wehman, 1976; Wolfensberger, 1967). Through sheltered employment, many mild and moderate developmentally disabled clients have learned vocational skills and appropriate work behavior (Crosson, 1969; Sanders, 1975; Zimmerman & Overpeck, 1969). Employment has become an achievable goal, with sheltered care and independent living realities (Crosson, 1970; Karen, Eisner & Endres, 1974; Screven, Straka & LaFord, 1971; Zimmerman & Overpeck, 1969). For the severely or profoundly retarded person, such programs are presently undeveloped although in the recent past various theoretical models have been presented in the literature (Budde & Menolascino, 1971; Gold, 1974; Levy, Pomerantz & Gold, 1975; Watson, 1968; Williams, 1967).

Most severely and profoundly retarded persons are confined in an institutionalized setting and may participate in programs described as prevocational, vocational readiness or vocational preparedness classes (Antonelli, Olson & Hester, 1977). On close observation these programs or terms can be defined as classes in which the clients may engage in assembling puzzles, stacking blocks, stringing beads or engaging in arts and crafts activities (Congdon, 1974). One may ask, "Where are the meaningful, task oriented, vocational classes for the severe and profound developmentally disabled?"

Statement of Problem and Approach

The present trend in vocational rehabilitation, mental health and special education indicates a need for comprehensive program approaches

and teaching methods for severe and profound persons in the vocational setting. From a random sample of community and residential facilities, 206 of 215 or 96% indicated no current operant vocational training programs in progress for their severely and profoundly disabled population (Materials Development Center, 1975; Fraenkel, 1961). The present study will develop a program which will evaluate individual vocational training procedures on specific tasks and design teaching methods to increase the individual abilities of the severe and profound developmentally disabled in a vocational setting.

Recent literature demonstrates that systematic training procedures utilizing operant conditioning teaching methods have been successfully applied in training persons to perform complex tasks (Allyon & Azrin, 1964; Linde, 1962; Reese, 1975; Thompson & Grabowski, 1972; Whaley & Malot, 1970). The present study will replicate earlier studies in which operant conditioning techniques were utilized to teach skills in a workshop setting (Antonelli, Chantry & Jackson, 1974; Bellamy, 1975; Crosson, 1967; Cold, 1976). The study will also develop a comprehensive programmed approach which is research oriented and innovative in designing and evaluating individual teaching methods and vocational procedures for effective utilization of vocational staff (Antonelli, Olson & Hester, 1977).

Research Questions

1. Wil the present study teach the severe and profound clients to perform vocational tasks and use various task specific tools?
2. Is it feasible to teach severe and profound persons vocational tool skills in groups of four clients to one vocational instructor?

3. Is it possible to maintain vocational tool skills at a specified or given criterion after teaching the client to perform the task?

4. Is it possible to generalize acquired vocational tool skills to other tasks? If the client is taught to use tools in one task situation will the client utilize the tools in other tasks not related to the prior teaching situation?

5. Will follow up observations verify that a vocational tool skill which was learned in a training situation will continue to be performed appropriately after training incentives systems have been faded or discontinued?

6. Will there be any observable difference between the individual client's performance when his/her performance is compared to other clients in his/her group under all program conditions?

7. Will there be any observable difference between the client's rate of skill acquisition and performance on specific tasks in all program conditions?

8. Can the client learn to master tool usage at a self-initiated performance level in a vocational workshop situation?

9. What types of staff assistance will vocational trainers utilize in order to teach individuals to use tools and complete tasks in all program conditions?

Definition of Terms

1. Acquisition: The act of gaining a specific performance criterion.

2. Developmental Disabilities Obtained Intelligence Quotient:

Levels	Stanford-Binet and Cattell (S.D. = 16)	Wechsler Scales (S.D. = 15)
Mild	68-52	69-55
Moderate	51-36	54-40
Severe	35-20	39-25 (Extrapolated)
Profound	19 and below	24 and below (Extrapolated) (P. 18)

3. Evaluation System: The process by which to examine and judge the value or effectiveness of teaching methods.

4. Incentives: Something which increases the probability of action or efforts as the expectation of reward.

5. Performance Criterion: Expected client performance after training and in program conditions.

6. Rehabilitation: The act of restoring to a useful life through education and therapy.

7. Selective Admission Process: The process of acceptance and entry into a vocational program relating to specific criterion.

8. Task Analysis: The separation of a well defined piece of work or substantial whole into constituents for individual study.

9. Teaching Methods: The presentation of a task utilizing incentives for appropriate response with staff assistance.

10. Vocational: Of, relating to, or being in training in a skill or trade to be pursued as a career.

11. Vocational Program: A procedure for solving a vocational problem including collection of data, processing and presentation of results.

12. Vocational Task: A well defined piece of work in training a skill to be pursued as a career.

CHAPTER II

REVIEW OF THE LITERATURE

The intent of this chapter is to present a sequential stage of literary development in the vocational rehabilitation of the severely and profoundly developmentally disabled. Progress has been made in the areas of changing social attitudes (Gold, 1975; Loos & Tizard, 1955; Nirje, 1970; Wardel, 1946; Williams, 1967; Wolfensberger, 1972), complexity of task (Bellamy & Warfield, 1975; Crosson, 1969; Gold, 1972), and training and techniques (Budde, 1971; Barhoff, 1974; Kareh, Eisner & Endres, 1974; Sanders, 1975) in vocational programs with this special population.

Changing Social Attitudes

Minimal expectancies of the developmentally disabled have been well entrenched in the mainstream of society (Delp, 1957; Gold, 1975; Tredgold, 1908). It was viewed that rhythm bands and toys were the only means of activity for these individuals (Fraenkel, 1961; Syden, 1962). Past literature has described mental health facilities which made no attempt to occupy severe and profound residents (Antonelli, Olson & Hester, 1977; Congdon, 1974; Loos & Tizard, 1955). Professional and social attitudes based on classifications viewed the severe and profound as "custodial" cases (Nirje, 1970, Olshanski, 1972; Wolfensberger, 1972).

Recent literature has presented a trend to raise the expectancy level of both professionals and the public about vocational abilities of the severe and profound developmentally disabled (Bellamy & Warfield, 1975; Gold, 1973; Crosson, 1969; Tredgold & Soddy, 1963; Wolfensberger, 1967). With litigation and legislation state and local agencies and public school services have become more stimulated in vocational rehabilitation of severe and profound individuals (Aberson, 1974; Vocational Rehabilitation Act, 1973; Wyatt v. Anderholt, 1972). The philosophy of normalization (Wolfensberger, 1972; Nirje, 1970) as interpreted the area of vocational development (Olshanski, 1972) has created new attitudes and expectancies for this exceptional population.

Complexity of Task

With the advent of the 19th Century Industrial Revolution, the developmentally disabled were frequently regarded as deviant individuals (Olshanski, 1972; Voelker, 1962; Wolfensberger, 1972). As a result of social deviancy and the inability of these individuals to economically provide for themselves, institutions were provided for their custodial care (Wolfensberger, 1972; Nirje, 1970).

Institutions for the developmentally disabled during the last twenty-five years have had an increasing influence in the area of vocational rehabilitation (Cohen, 1964; Congdon, 1974; Crosson, 1969; Antonelli, Olson & Hester, 1977). The earliest vocational programs were products of these facilities (Cohen, 1964; Olshanski, 1972; Wolfensberger, 1972).

When the Committee on Special Classes in the White House Conference of 1930 met, they stated that the primary consideration for

the developmentally disabled should be in terms of their vocational potential (Harvey, McMillan & Ebersole, 1964). The vocational potential of these special individuals has been difficult to find. A review of the literature reveals that professional research has had a negligible involvement in vocational development (Bellamy & Warfield, 1975) with few studies demonstrating vocational abilities (Bellamy & Warfield, 1975; Crosson, 1967; Gold, 1972). A random survey of presently accredited rehabilitation facilities and mental health centers indicated few vocational programs for the severe and profound clients and/or programs with non-productive craft oriented tasks (Joint Commission on Accreditation of Hospitals, 1974).

The literature also suggests that developmentally disabled fail on the job due to disruptive social interactions in the working environment (Wehman, 1975). There have been no significant studies which demonstrate dismissal due to poor performance of the task. The clients have been dismissed for various inappropriate social behavior (Gold, 1973; Wehman, 1975). This demonstrates that appropriate social behavior is required in a vocational setting (Sanders, 1975; Wehman, 1975). Without appropriate social skills, entry into a community sheltered workshop is unrealistic for the severe and profound client (Wehman, 1975). Unfortunately, the skill acquisition abilities on complex tasks are discarded inadvertently for individuals who are inept in appropriate social skills in a workshop setting (Antonelli, Olson & Hester, 1977; Gold, 1974).

Research evidence suggests that with a task analysis approach and applied behavior techniques, severely and profoundly developmentally

disabled clients can perform complex tasks (Bellamy & Warfield, 1975; Crosson, 1967; Gold, 1968; Tate & Barhoff, 1967). Programs which utilize a highly structured environment, task analysis, documentation and methods to facilitate transfer of training and response maintenance through the use of easy to hard discrimination with incentives delivered for successful response will produce complex work tasks which can be assembled (Bellamy & Warfield, 1975; Crosson, 1969; Gold, 1972; Wehman, 1976).

Training Techniques

In the development of appropriate vocational programs for the severe and profound developmentally disabled, awareness of the abilities of these individuals must be concurrent with scientific research. Complex tasks with a task analysis approach, presented in a logical sequential chain coupled with individualized reinforcement contingencies can increase task acquisition and rate of production (Allyon & Azrin, 1964; Linde, 1962; Zimmerman, Overpeck, Eisenberg & Garlick, 1969). Appropriate social behavior in a vocational setting is another important variable in vocational rehabilitation. Task acquisition and appropriate social behavior documented on an individualized basis, with prescribed objectives and methods operationally defined, can be charted daily and checked for individual training effectiveness and program evaluation (Levy, Pomerantz & Gold, 1975; Sanders, 1975; Screven, Straka & LaFord, 1971).

Operant conditioning procedures as a therapeutic application have been recorded throughout the literature (Watson, 1968; Whaley & Malot, 1970), although applications of these techniques are apparently

rare for the severe and profound in a vocational program (Bellamy & Warfield, 1975; Crosson, 1967).

Systematic vocational approaches are extensive in the literature relating to sheltered workshops, industrial and military applications (Budde & Mendlascino, 1971; Crosson, Youngberg & White, 1970). Also, vocational adjustment and evaluations are plentiful in the field of rehabilitation of the disabled (Materials Development Center, 1975), but references are limited for the severe and profound client (Gold, 1973).

In summary, it should be mentioned that similar vocational programs have been hinted at throughout the literature and many of these projects have comparable components of the present proposed program (Bellamy & Warfield, 1975; Crosson, 1967; Gold, 1972; Tate & Barhoff, 1967). However, extensive research of past and current literature indicate systematic vocational programs as nonexistent for adult severely and profoundly developmentally disabled.

CHAPTER III

METHODOLOGY

This is a proposed methodology for programmatic implementation for the vocational development of the severe and profound developmentally disabled.

Subjects

The subjects for this study will be selected from the Developmental Learning Division of Anna Mental Health and Developmental Center. severe and profound persons will be randomly selected from a group of 180 severe and profound clients. Criterion for identifying this population sample is, 1) no medical problems which would prevent the client from sitting in a chair or wheelchair, 2) an IQ within the range of untestable to 35 as specified by the presently utilized client classification system (A.A.M.D.), 3) an adaptive behavior profile as measured by the Anna Behavior Scale with a composite score falling within the range of 10% to 40%, and 4) naive to vocational tasks. The range of 10% to 40% characterizes that group of clients who do not participate in vocational programs at the present time due to the degree of retardation (severe and profound persons). After identifying the persons who meet the IQ and adaptive behavior criteria, their names will be listed and a staff member who is not familiar with this project study will randomly select 32 males and 32 females. The staff member

will also arrange the groups of four clients so that each group will contain an equal number of male and female clients.

This selection process eliminates the possibility of experimenter bias in structuring the study outcome. The individuals will be evaluated on their performance during the pretraining evaluation period. The clients will be evaluated on their performance in tool skills and application, work behavior and object assembly and disassembly (see Appencix A-I).

Data Collection and Reliability

The data will be collected during the training sessions by staff members carrying out the client training program (see Appendix A-H). The project will feature scheduled random reliability checks in which the training sessions will be observed and data collected by observers not involved in the project. The data collected by observers conducting reliability checks will be compared to the data collected by the workshop instructors. Reliability of data is defined as percentage agreement between the observer's observation and the instructor's observation. The criterion for reliable data will be 90%. Data will also be collected on the following criteria and conditions:

Work Behavior Criterion

A. Arriving on time
B. Properly attired for work
C. Locating work area
D. Obtaining work materials
E. Putting away work materials

Procedure

The present study will provide the client with the opportunity to learn tool usage, work behavior and vocational tasks. Data will be

collected Monday through Friday on each client. The number of clients participating in a training session will be four. The training sessions will be 40 minutes long with each client receiving at least 10 minutes of individualized instruction. The workshop session will be two hours per day providing each client with two training sessions and one break between sessions. Workshop sessions will be held from 9 a.m. to 11 a.m. and 1 p.m. to 3 p.m.

Work Situation and Program Conditions

A. Pretraining Evaluation Pretest - Prior to training, a client performs a task which will be evaluated to determine if he/she is able to perform the task or components of the task. The client will be evaluated to determine what incentive might be useful in motivating him/her to learn.

B. Training - During training the instructor will teach clients specific tasks (see Appendix H) utilizing staff assistance in the form of verbal and physical prompts and incentives (see Appendix A). The instructor will use a task analysis of each specific task (example, use of hammer) when teaching the client. The task analysis provides the instructor with the behavioral objectives and criterion the client must master in order to perform the task. The criterion will include:

1. Performance of task (example, hammer three nails)
2. Incentive schedule (the client will be rewarded if he/she performs the task appropriately)
3. The client will perform the task without staff assistance
4. Correct responses and errors on task will be recorded

C. Application Session - The client will apply the learned skill to a task which will enable the instructor to evaluate how much assistance from staff the client may require in order to:

1. Establish task behavior
2. Continue appropriate tool usage
3. Reduce error on task
4. Evaluate client response to incentive schedules

D. Generalization - During this condition the client will utilize learned tool skills on a variety of tasks different from the ones he was trained on. The tasks will be assembly and disassembly tasks requiring for example:

1. Different sizes of screw drivers or tools on the
   a. same task
   b. different task
   c. training on new task objective (task assembly/disassembly)

The instructor will observe the client to determine if:

1. The client's performance continues to meet criterion when moving from one task to another task
2. The client's performance continues to meet criterion when different sizes or kinds of tools are required on task
3. The client requires more training in the form of staff assistance on task or tool usage

E. Maintenance - At this point skills which the client has learned will be applied in the work situation as part of the client's work objectives. Some skills will occur on a daily basis or be rotated among individuals. Observations will determine if:

1. The client is maintaining performance criterion
2. The client requires re-training on a specific task based on:
   a. errors and performance
   b. staff assistance

F. Follow up - During this period the client's performance and learned skills will be evaluated periodically and randomly to determine:

1. If skill and task criterion are being met
2. If the client requires additional training

Results

The data which will be collected will be treated utilizing comparative methods. The methods of comparison will:

A. Compare the client to himself utilizing the performance criterion as the dependent variable in:

1. Program conditions
   a. pretraining evaluation
   b. training program
   c. application
   d. generalization
   e. maintenance
   f. follow up

2. Staff assistance as related to the client's performance in:
   a. behavior at work
   b. work conditions

3. Incentive scheduling as related to the client's performance in:
   a. behavior at work
   b. work conditions

B. Compare the client to other clients in his/her group utilizing the performance criterion as the dependent variable in:

1. Program conditions
   a. pretraining evaluation
   b. training program
   c. application
   d. generalization
   e. maintenance
   f. follow up

2. Staff assistance as related to the client's performance in:
   a. behavior at work
   b. work conditions

3. Incentive scheduling as related to the client's performance in:
   a. behavior at work
   b. work conditions

The research questions will be answered utilizing the following comparisons of client performance:

1. Will the present study teach the severe and profound client to perform vocational tasks and use various task specific tools?

   This question will be answered by comparing the client's performance in A-1a to his performance in A-1b and A-1d as related to A-2 and A-3.

2. Is it feasible to teach severe and profound persons vocational tool skills in groups having a ratio of four clients to one vocational instructor?

   This question will be answered by comparing the client's performance in A-1b to A-1c as related to A-2 and A-3.

3. Is it possible to generalize acquired vocational tool skills to other tasks? If the client is taught to use tools in one task situation, will the client use the tools in other task situations not related to the prior teaching situation?

   This question will be answered by comparing the client's performance in A-1b to A-1d, as related to A-2 and A-3.

4. Is it possible to maintain vocational tool skills at a specified or given criterion after teaching the client to perform the task?

   This question will be answered by comparing the client's performance in A-1b to A-1c as related to A-2 and A-3.

5. Will follow up observations verify that a vocational tool skill which has been learned in a training situation will continue to be performed appropriately after training incentive systems have been faded or discontinued?

   This question will be answered by comparing client performance in A-1f to his/her performance in A-1a to A-1c, as related to A-2 and A-3.

6. Will there be any observable difference between the individual client's performance when his/her performance is compared to other clients in the vocational group under all program conditions?

   This question will be answered by comparing client performance in Treatment of Data B. This will compare individuals to their groups utilizing the variables listed in A-1, A-2 and A-3.

7. Will there be any observable difference between the client's rate of skill acquisition and performance on specific tasks in all program areas?

   This question will be answered by comparing 1) client performance in Treatment of Data B. This will compare individuals to their group utilizing the variables listed in A-1 as related to A-2 and A-d, 2) client performance versus tool skills. This will compare the client's performance in learning various tools and tasks by comparisons of data collected in A-1 to A-2 and A-3.

8. Can the client learn to master tool usage at a self-initiated performance level in a vocational workshop situation?

   This question will be answered by comparing the performance of the client as related to staff assistance in A-2 to A-1b,c,d,e,f.

9. What types of staff assistance will vocational instructors utilize in order to teach individuals to use tools and complete tasks in all program conditions?

   This question will be answered by comparing the types of assistance utilized by vocational staff in A-2.

The data will be represented by individual and group linear graphs. The data criterion will be statistically represented utilizing the mean $\bar{x}$, percent and frequency statistic. Refer to Appendix I for list of vocational tasks and tools on which data will be collected.

CHAPTER IV

EXPECTED RESULTS

It is expected that by applying the proposed research design that severe and profound developmentally disabled clients will acquire vocational skills. The research project is expected to provide relevant information which will facilitate the vocational training of severe and profound developmentally disabled.

The research questions will be discussed in terms of expectations derived from past research studies for affirmation of the appropriate questions:

1. The proposed method will teach severe and profound clients to perform vocational tasks and use various task specific tools. With proper application of teaching methods, incentives, materials and staff assistance, vocational skills will be acquired.
2. Severe and profound clients in groups of four to one instructor will be taught vocational tool skills utilizing the graphed daily data for necessary feedback in order to clarify optimal training conditions.
3. It will be possible to maintain vocational tool skills at a specified or given criterion level after teaching the client to perform the task with proper instructions and incentives.

4. It is possible to generalize acquired vocational skills to other tasks when skills are maintained on incentives schedules applied every day or on a rotating basis.

5. Follow up observations will verify that a vocational tool skill which when acquired in a training situation continues to be performed appropriately after incentives systems utilized in program conditions have been faded or discontinued. Specific intermitant incentive scheduling will maintain skill acquisition which will be adjusted on an individual basis.

6. There will be observable differences between the individual clients performance when his/her performance is compared to other clients in his/her group under all conditions. Acquisition rates will differ because of adjusted teaching methods and individualized incentive schedules for skill acquisition. The variation of physical and functioning disabilities of individuals will result in different acquisition rates.

7. There will be observable differences between the client's rate of skill acquisition and performance on specific tasks in all program conditions. Complexities of task as well as individual task behavior will affect skill acquisition on differing skills.

8. The client will learn to master tool usage at a self-initiated performance level in a vocational workshop situation with appropriate fading of staff assistance and incentive scheduling.

9. The types of staff assistance which vocational instructors use in order to teach individuals tool usage and to complete tasks in all program conditions will be derived from a general comparison of

individual $\bar{x}$ and group $\bar{x}$ with types of staff assistance utilized for different skills.

In conclusion, the proposed program is expected to answer the research questions. Undoubtedly there will be necessary readjustments that demand program re-evaluation but basic programmatic format can be anticipated as successful.

CHAPTER V

SUMMARY

> "Mental retardation has been perceived as a phenomenon that exists within individuals. If we as a discipline or group of disciplines are to make the necessary changes and adaptations to bring about successful existence for people labelled mentally retarded, it should be recognized that their behavior and performance is more a function of the context in which they exist than innate capabilities." (Gold, M., 1975)

This vocational program was designed with the intent to make necessary environmental adaptations and to develop systems by which the severe and profound developmentally disabled will move towards a more successful vocation. The program was designed in such a way as to give necessary feedback to the instructors to make empirical judgments based on graphed daily data and adjust treatments and/or procedures accordingly.

> "All service agencies and institutions, unless committed to custodialism, and unless content to function as a human warehouse, intend to change behavior as far as possible, so that the person served can function better, i.e., fulfill whatever potential he may have." (Olshanski, 1972)

This research will provide a system for teaching severe and profound persons to perform work oriented tasks in order to fulfill

individual vocational potentials. The present study will also provide a comprehensive program, characteristics of which will be teaching methods and vocational procedures to facilitate the vocational rehabilitation of severe and profound developmentally disabled.

In conclusion, the quality of a vocational program is dependent on the final outcome. A program that trains an individual to perform a meaningful task that is one component of a composite product utilized by society is a vocational program. A program that will teach an individual to contribute vocationally to society and offera a client the dignity of work is a humanitarian responsibility (Hoffer, E., 1951).

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APPENDICES

APPENDIX A

STAFF ASSISTANCE RATING SCALE

(1) Fails to complete task:

The client will be rated 1 under the following condition:

(a) The client does not perform any components of the task. Doe not perform task even when complete manual guidance is provided.

(The client has not responded to assistance Levels 2 through 9.)

(2) Complete task with complete manual guidance:

The client will be rated 2 under the following conditions:

(a) The client will perform the task from initiation to completion only if he is manually guided to perform all components of the task.

(b) The client will perform the task from initiation to completion only if physical contact is made continually from beginning of task to completion. This physical contact may not be related to performance on components but may be resting a hand on the client's shoulder.

(The client has not responded to assistance Levels 3 through 9.)

(3) Completes task with occasional physical assistance:

The client will be rated 3 under the following conditions:

(a) The client will perform at least 1 component of the task not requiring complete manual guidance.

(b) The client will perform at least 1 component of the task not requiring continual physical contact.

(The client has not responded to assistance Levels 4 through 9.)

(4) Completes task with verbal instruction and modeling demonstration:

The client will be rated 4 under the following condition:

(a) The client will perform the task after verbal instructions are given and may require demonstrations or modeling on the complete task or on specific components of the task.

(No physical contacts or prompts are required.)
(The client has not responded to assistance Levels 5 through 9.)

(5) Completes task with verbal gestural prompt:

The client will be rated 5 under the following condition:

(a) The client will perform the task requiring verbal prompts and gestures on the complete task or on specific components of the task.

(No physical contacts or prompts are required.)
(No models or demonstrations are required.)
(The client has not responded to assistance Levels 6 through 9.)

(6) Completes task with verbal and proximity instruction:

The client will be rated 6 under the following condition:

(a) The client will perform the task requiring verbal prompts on the complete task or on specific components of the task.

(No physical contacts or prompts are required)
(No models or demonstrations are required)
(No gestures - pointing, eye shifting, arm gestures)
(The client will not respond to assistance Levels 7 through 9.)

(7) Completes task when verbal instructions are given prior to task:

The client will be rated 7 under the following condition:

(a) The client will perform the task completely after the client is instructed to perform the task.

(The client will not require physical prompts, demonstrations or models, gestures or any additional verbal prompts after the initial verbal instructions.)
(The client will not respond to assistance Levels 8 through 9.)

(8) Completes task with instructor proximity:

The client will be rated 8 under the following condition:

(a) The client will perform the task completely after task materials are presented. The instructor is present in the workshop but does not interact with Assistance Levels 2 through 7.

(The client will not respond to Assistance Level 9.)

(9) Self-initiates task (completes task):

The client will be rated 9 under the following condition:

(a) The client will obtain task materials and initiate task, complete task and put materials away without any assistance specified in 2 through 8.

References: (1) AC-8 TNP Jackson & Antonelli
(2) Anna Rating.

APPENDIX H

TASK ANALYSIS BREAKDOWN FOR ACQUISITION OF VOCATIONAL TASK

HAMMERING

TARGET BEHAVIOR: Client will hammer one nail into a board with no errors.

EQUIPMENT: Board, hammer, nail

* PROCEDURE:

1. Obtain board
2. Obtain hammer
3. Obtain nail
4. Place board appropriately
5. Hold hammer appropriately
6. Place nail on board appropriately
7. Hold nail and raise hammer two inches above nail
8. Tap nail with hammer twice
9. Repeat step 8 twice
10. Release nail and raise hammer four inches above nail
11. Hit nail with hammer twice
12. Repeat step 11 twice
13. Raise hammer six inches above nail
14. Pound nail with hammer completely into board

*Criterion for mastery for each step is a level 7 on the staff assistance rating scale.

APPENDIX I

LIST OF VOCATIONAL SKILLS FOR TASK ANALYSIS BREAKDOWN

Use Of:

1. Adjustable C Clamp
2. Adjustable Wrench
3. Butane Torch
4. Circle Saw
5. Coping Saw
6. Crow Bar
7. Electric Drill
8. Finish Sander
9. Grease Gun
10. Hack Saw
11. Hammer
12. Jig Saw
13. Long Nose Pliers
14. Metal File
15. Nut Driver
16. Oiler
17. Paint Brush
18. Phillips Screw Driver
19. Pipe Wrench
20. Push Drill
21. Rivet Gun
22. Rubber Mallet
23. Screw Driver
24. Staple Gun
25. Tin Snips
26. Vise
27. Vise Grip
28. Wood Chisel
29. Wood File
30. Wood Saw